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ABSTRACT

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this first section focuses on use of staff development programs as a means to increasing faculty interaction with the private sector. Although the guidelines are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at the postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most staff development programs are described as a model staff development approach. Then suggested alternative forms and procedures are presented to aid departments in developing plans that are unigwe to their own situation. Possible study topics for courses or workshops are listed (e.g., business, industry, and labor training techniques and approaches; business, industry, and labor linkages within other university departments). A chapter on administrative details deals with the investigating and establishing of policies and procedures and contains a checklist of planning steps. (JT)

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BUSINESS-INDUSTRY-LABOR LINKAGES: A Handbook for Improving Personnel Development Programs

Handbook Section #1

STAFF DEVELOPMENT

CREATING A STAFF DEVELOPMENT PLAN FOR BUSINESS, INDUSTRY, LABOR INVOLVEMENT

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Improving Vocational Teacher Education Department
Linkages with Business, Industry, and Labor

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

Continuing advances in technology, changing employment opportunities, and changing work requirements demand that vocational teacher educators establish linkages with the private sector in order to keep up-to-date in their efforts to support relevant education programs for youth and adults. It is recognized also that in developing these linkages, vocational educators can be helpful to their business, industry, and labor counterparts.

Educators must share their concerns for the design and maintenance of viable vocational education programs. Giving visibility to effective strategies and working arrangements will help spread the practice of utilizing business, industry, and labor inputs and, in the process will greatly strengthen the possibilities of placing vocational education graduates in satisfying and rewarding careers.

These eight handbook sections are a response to the need for direction and suggestions in increasing business, industry, and labor inputs into vocational teacher education programs. The guidelines contained in the handbook sections are intended for use by faculty members of vocational teacher education departments, but the material is also easily adaptable for use by vocational educators at the post-secondary and secondary levels.

A strength of these handbook sections is the interest and involvement of vocational education teacher educators across the nation. Appreciation is expressed to the many educators who contributed materials and reviews of the initial drafts. Center staff involved in the development of the Resource Handbook sections include Dr. Richard Dieffenderfer, project director, Ms. Lee Kopp, and Mr. Orest Cap.

Robert E. Taylor
Executive Director
The Center for Vocational Education

Preface

Resource Handbook Development

The Resource Handbook for improving vocational teacher education linkage with business, industry, and labor was prepared as resource materials for an EPDA Training Workshop conducted at The Center for Vocational Education, April 18-19, 1977. The training workshop and resource materials development work are part of the activities of a Center project sponsored by the U.S. Office of Education and the Ohio Department of Education, Division of Vocational Education under EPDA Part F, Section 553 as a national priority project entitled: "Improving Business, Industry, Labor Inputs into Personnel Development Programs."

The Resource Handbook has been prepared based on information gathered during literature searches, contributions of individual vocational teacher educators, inputs from the project planning committee and work session review panel, and the development effort and adaption by project staff of ideas thought most appropriate to the needs of vocational teacher education departments. The choice of the eight topics developed in each of these handbook sections was based on the stated needs of respondents to a national survey of vocational teacher education departments conducted as part of project activities for identifying existing business, industry, and labor linkages.

The development of the resource handbook for improving vocational teacher education department linkages with business, industry, and labor was guided by several basic objectives. These included a desire to:

1. Identify various types and sources of information appropriate to the business, industry, and labor interests of vocational teacher education departments;

2. Describe for vocational teacher educators appropriate ways to access and utilize selected business, industry, and labor information resources; and

3. Organize and present resource information in a way that encourages its use in meeting the business, industry, and labor linkage objectives of vocational teacher education departments.

The eight topics featured in the Resource Handbook sections include:

#1 Staff Development:
Creating a Staff Development Plan for Business, Industry, and Labor Involvement.

#2 Advisory Committees:
Utilizing Business, Industry, and Labor Advisory Committees.

#3 Cooperative Internships:
Establishing Cooperative Internship Programs Involving Business, Industry, and Labor.

#4 Personnel Exchange Programs:
Establishing Personnel Exchange Programs Involving Business, Industry, and Labor.

#5 Workshops:
Involving Business, Industry, and Labor Through Workshop Programs.

#6 Site Visits:
Conducting Business, Industry, and Labor Site Visits.

#7 Resource Persons:
Involving Resource Persons from Business, Industry, and Labor.

#8 Program Support:
Securing Program Support for Business, Industry, and Labor Involvement.

Resource Handbook Feedback

The development of this type of resource handbook series needs the continual input of fresh ideas and reactions in order to make the final product as useful as possible to vocational teacher educators. Inside the back cover of each of the Resource Handbook Sections there is a feedback reaction sheet for submitting your suggestions for improving business, industry, labor, and education linkages. Your ideas are wanted concerning:

1. Suggestions for other linkage ideas and approaches;
2. Linkage problems that are unique to various types/sizes of teacher education departments;
3. Suggestions for references and resource materials;
4. Identification of additional planning steps and procedures; and
5. Additional Comments.

Your professional contribution to cooperative efforts with business, industry, and labor is appreciated.

Project Acknowledgments

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Introduction

This part of the handbook section provides an overview of the staff development approach to utilizing business, industry, and labor inputs. The introduction begins with a need statement for the use of staff development procedures, followed by a statement of the benefits and contributions of increasing business, industry, and labor inputs through staff development programs to vocational teacher educators, an overview of the parts of this handbook section, and a list of objectives for department faculty that use this handbook section.

Need Statement

Although the calls for cooperation between vocational education and business, industry, and labor have been numerous, the actual relationship between education and the private sector has not been as strong as it could be.

Positive interaction and effective communication with business, industry, and labor may require an entirely new relationship between education and the private sector. This relationship demands an open administrative environment that minimizes the barriers between the institution and the private sector and encourages a thorough, two-way flow of communication.

Contributions / Benefits

When there is a strong commitment to this communication, then vocational teacher education departments must also organize and plan to encourage and support faculty activities in this area. The environment to support interaction between department faculty and business, industry, and labor representatives can be built through the professional staff development program.

Staff development programs provide a framework for faculty to professionally update themselves, by establishing dialogue, sharing information, and defining and striving to solve problems with those in the "world of work."

Benefits to the vocational teacher educator are many, including:

- Being aware and knowledgeable about the latest technology and advances in his/her service area,
- Providing a model to future vocational teachers; and
- Experiencing the problems and successes that will face vocational teachers who are interacting with the private sector.

Through these experiences the teacher educator is able to equip vocational teachers with better strategies to engage in their own interaction with business, industry, and labor.

Handbook Section Overview

This handbook section focuses on the staff development process as it relates to a department developing a plan to increase interactions with business, industry, and labor.

This handbook section is sub-divided into the following parts:

Introduction—This part of the handbook section contains a need statement, a statement of the contributions and benefits of this approach to the department faculty, an overview of the handbook section, and a list of objectives for the handbook section.

The Staff Development Approach—Included in this part are descriptions of the basic activities that are common to most staff development programs.

Alternative Approaches—Suggested alternative forms and procedures are presented in this section to aid departments in developing plans that are unique to their own situation.

Administrative Details—Part of planning involves investigating and establishing policies and procedures. This part contains suggested items to consider.

Planning Notes—This part is a step by step listing of ideas designed to help the faculty develop plans for the effective use of staff development by their department.

Selected References—References in this part include sources of information used in the handbook section as additional references that may be helpful to your department.

Resource Materials—The example materials contained in this part are illustrative of the types of materials you may be developing as part of your department's involvement with staff development.

Developmental Objectives

This handbook section is designed to promote vocational teacher education department *linkages with business, industry, and labor* through a staff development plan. Based on the reading, adapting, and implementation of the strategies and techniques presented in this section, department staff will be able to more effectively:

1. Design and develop department and individual professional development plan to interact with the private sector;

2. Develop planning criteria based on program goals;

3. Assess how well staff development programming is being effectively utilized by the department;

4. Select appropriate strategy(ies) for your department;

5. Prepare a department plan/procedures for staff development;

6. Locate and use available needed reference materials; and

7. Design and prepare appropriate aids to assist in planning, implementing, and evaluation activities.

This handbook section is one of an integrated series of eight sections designed for departments interested in more effectively utilizing business, industry, and labor resources in their personnel development programs.

Staff development programs properly organized and implemented can be an effective and valuable means to increasing faculty interaction with business, industry, and labor.

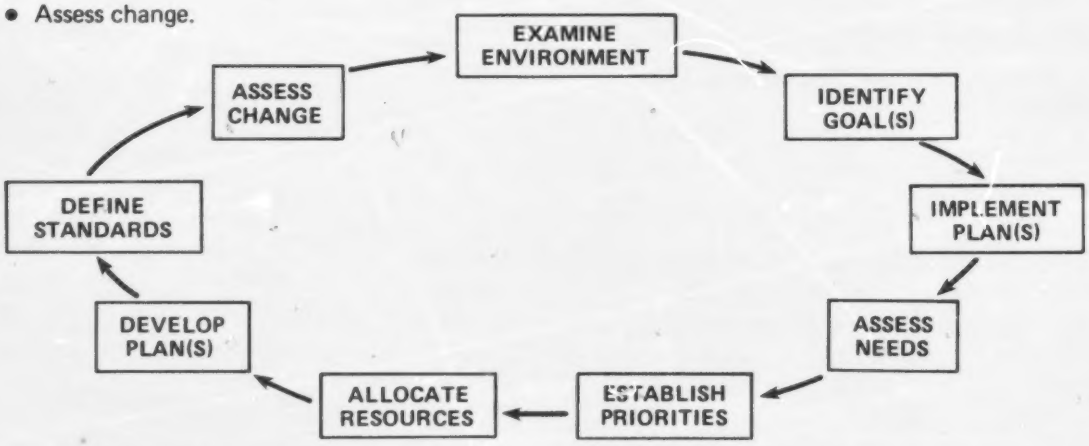
The Staff Development Approach

The staff development Approach part of this handbook section will describe basic activities that are common to most staff development programs. A model procedure for planning and establishing staff development programs that emphasize inputs from business, industry, and labor will be described under Planning/Preparations Required. This will be followed by Resources Required where budget, time, and resource file are discussed.

Model Procedures

A model procedure for establishing a staff development program will be described. The typical professional staff development cycle is comprised of several steps:

- Examine staff development environment;
- Identify institutional/departmental mission or goals;
- Define standards;
- Assess current staff development needs;
- Establish staff development priorities;
- Allocate resources;
- Develop plans;
- Implement staff development plan; and
- Assess change.



Planning / Preparation Required

Examine University/Department Staff Development Environment

Once the decision is made to initiate or strengthen department linkages with business, industry, or labor, a necessary first step is to explore the history of professional staff development both in the institution and in the department. The structure for planning, organizing, and implementing the staff development program must fit within the system of institutional governance and must relate to the existing objectives and instructional practices within an institution. A series of study questions may include:

- At what level(s) does staff development planning currently take place? Staff development planning may occur individually, as a department or school, and/or at the institutional level. Different aspects of staff development planning may be involved across a variety of levels. Or you may find yourself in a situation where there is no active procedure for establishing professional staff development plans.

- Is staff development planning part of personnel evaluation procedures?

- Who is currently involved? Is staff development planning currently taking place on a one-to-one basis? For example, a staff member may develop a personal plan of professional development in conjunction with the department chairperson. A department may have a process where personal plans for professional development are coordinated with departmental goals.

- What type of institutional and/or departmental support has been given to personal or department professional staff development plans? What kind of support is given to encourage faculty involvement in business, industry, labor linkage activities? Support may take the form of allocated or released time, budgeting, and/or other incentives.

- What type of follow-up and/or evaluation is involved? Departments or individuals may need to report progress toward stated goals annually, semi-annually, or quarterly. In other instances there may be no official manner in which to evaluate achievement of professional development plans.

Identify Institutional/Departmental Goals

It should be emphasized that a successful staff development program requires careful planning. The successful program also requires a broad base of support.

Staff development needs must be interrelated with the existing objectives and instructional practices within an institution.

What are the expressed needs and related objectives of the institution and the department? Working from expressed needs, it is possible to show how increased involvement with business, industry, and labor will help in meeting specific needs and objectives.

Since the commitment of the institution is essential to the development and successful implementation of the plan, it is best to tie program goals into institutional and departmental goals. If the goal of professional development is to increase teaching effectiveness, then the goal of the plan should be expressed in terms of teaching competencies.

Define Standards

Defining current standards may include activities such as analyzing the tasks and the associated competencies from job descriptions, or asking what would be ideal roles, standards, and activities for achieving stated goals.

Assess Current Staff Development Needs

This step involves the interpretation of the weaknesses and strengths in knowledges and skills that currently exist as compared to the standards that should exist. From this analysis, need statements can be prepared.

Ways in which needs may be identified include the personnel review process, staff attitude and skill surveys, and job descriptions of current or emerging staff positions.

Motivation to become involved in activities to increase interaction with the private sector is often dependent on faculty and staff becoming aware of how such interaction will help them become better instructors.

How can this occur? Some suggested methods include case studies, brainstorming, and workshops designed to increase awareness.

Motivation to become involved in activities to increase interaction with the private sector is also dependent on institution and department support and incentives.

Establish Priorities

Priorities essentially become those needs which can be alleviated through the department's and/or individual's own planning and actions. Priorities are also related to stated goals and can be expressed as objectives.

Allocate Resources

Closely associated with the determination of priorities is the availability of adequate resources. Resources may need to be reallocated to reflect new department priorities.

Funding. Determining adequate funding is dependent on developing objectives from stated needs and choosing strategies to develop the objectives.

Determine how staff development activities will be funded and what other kinds of support, besides funding, are needed.

Determine availability of funds:

- institutional
- departmental

Determine sources of support. See the *Program Support* handbook section for alternative approaches to obtaining funding.

Identify and implement funding procedures.

Responsibility. When the decision is made to initiate or strengthen the department's linkages with the private sector, the responsibility for the planning and implementation of the plan(s) should be assigned. Commonly used approaches for the responsibility of developing departmental plans are indicated in Alternative Approaches.

Resource persons. Suggestions for identifying and utilizing resource persons are included in the handbook section *Resource Persons.*

Develop Plan(s)

The most positive changes occur when faculty are given the opportunity and supporting structure to become involved in developing and implementing their own professional staff development plans.

With the background of professional staff development identified, planning to incorporate increased interaction with business, industry, and labor should now be able to occur in relation to the history, needs, and objectives of those involved.

Prior planning includes:

- Secure administrative approval and support. Many teacher educators have said that securing administrative support for their plans is much easier if previous groundwork has been laid in establishing a general, good working atmosphere with the administration. This has included such things as keeping administration aware of ongoing programs and activities and extending invitations for them to visit program sites and activities.
- Identify administrative personnel involved.
- Identify coordinator of planning.
- Identify staff members who will participate in planning.

Developing the department/individual plan includes:

- Establish the need for increased interaction with business, industry, and labor. What are the benefits to the department and the individual? What are the benefits for professional growth? What personal incentives are available, such as promotional credits and work-load considerations? How will this interaction help them do a more effective job?

A list of more than fifty possible reasons for staff to become involved with the private sector is included in Resource Materials (Figure 1.1). Which of these could appeal to the needs and objectives of members of your department?

- Determine individual staff development objectives as they relate to interaction with business, industry, and labor.
- Explore the variety of methods/procedures that may be used to implement individual objectives. See also other handbook sections and Special Themes and Topics in the Alternative Approaches part of this handbook section.
- Determine anticipated individual schedule of activities.
- Determine methods/procedures for implementing objectives and schedule of activities.
- Determine evaluation and follow-up procedures.

In relationship to the governance procedures, determine:

- Is the program compatible with the negotiated contract?
- What relationship should exist between the program and faculty representative organizations?
- How can developmental resources and facilities be incorporated into the existing instructional program?

Implement Staff Development Plan

Adequate planning and departmental support are necessary for effective implementation of the activities.

Evaluation activities should provide feedback for implementation procedures.

Assess Change

Evaluation techniques and standards would have been established in the planning step. These assessments will show need for further efforts, different approaches, or may show that the objective has been met.

Evaluation procedures should be focused on the stated objectives of the individual.

Evaluation procedures should have been developed prior to the implementation of any activities.

Procedural details include decisions such as when to conduct the evaluation and how the evaluation should be administered.

In interpreting the evaluation data from the activities, information should focus on:

1. Were the individual's professional development objectives met?
2. How effective was the activity?
3. What changes should be made in the future?

Follow-up activities. Like evaluation procedures, any required follow-up activities should be focused on the stated objectives of the individual(s) involved, and they should have been developed prior to the implementation of the activities. This allows the individual to focus his/her attention on the types of materials needed for follow-up. Some alternative reporting approaches that have been successfully used are as follows:

- Oral report to peers, administration;
- Tape report;
- Slides;
- Written report based on previously set guidelines;
- Lessons based on information gained;
- A 3-D product showing concepts or information gained in experience; and
- Organize material collected from site visits as they may be used in instructional activities.

Alternative Approaches

Alternative forms and procedures for planning and conducting staff development programs are presented in this section. Alternatives presented include responsibility, time alternatives, and alternatives for participation. Special themes/topics related to staff development programs are included at the end of this part of the handbook section. These suggestions should aid departments in developing plans that are unique to their own situation and needs.

Other Procedures / Purposes

Responsibility

When the decision is made to initiate or strengthen the department's linkage with the private sector, the responsibility for the planning and implementation of the plan may be assigned to a variety of persons. The commonly used approaches for assigning responsibility for developing departmental plans for professional staff development include the:

- Committee Approach;
- Administrator Approach;
- Staff Position Approach; and
- Individual Approach.

The most flexible approach for your institution is that based on the changing needs of all involved. This may actually be a combination of more than one of the approaches critiqued in this section.

Committee approach. A recent trend involves the appointment of a staff development committee.

Advantages:

- If representatives of those who are to be developed are included in planning, the resulting program should be more relevant.
- Faculty involvement leads to better participation by the faculty.
- If the committee is college-wide, a coordinated program should result.

Disadvantages:

- This includes the disadvantages of any committee, such as, determination and continuation of membership, and leadership and vested interests.
- A problem of assigning budgetary responsibility exists.
- Since it is difficult to assign budgetary responsibility to a committee, the program is not likely to receive funding except on an item-by-item basis.
- Committee appointment does not insure possession of sufficient knowledge and experience in the techniques of faculty development.

Administrator approach. The department chairperson or dean organizes the staff development plan. This approach may or may not involve the input of an advisory committee.

Advantages:

- With the appointment of an administrator, responsibility is fixed.
- Results and budget are more likely to be forthcoming.
- When combined with a good advisory committee, this approach can be quite effective.

Disadvantages:

- The resulting program is more likely to reflect administrative concern than faculty needs.
- Unless the approach is coupled with a faculty advisory committee, the faculty are not likely to be meaningfully involved in the program and thus may elect not to participate.
- The assigned extra duties of administrators do not always receive as much attention as needed.
- There is little in the background or experience of most administrators to suggest that they are trained in faculty development techniques.
- Because of the foregoing problems, the cost of the program may be high compared with its productivity.

The Staff Approach position with an advisory committee. A staff position, either full or part-time, is created in the department. The responsibility of the person in that position is to coordinate the development of the department's staff development plan and activities.

Advantages:

- There is an increased supply of persons with knowledge and skills in faculty development.
- There are positive results from colleges which have moved in this direction.

Disadvantages:

- There is an added cost and a lack of hard data to support the validity of the position.
- There is a real possibility that programs will not be relevant to faculty needs and that faculty support will be lacking if the position is not accompanied by a representative faculty advisory committee.

Once a decision has been made to assign or employ a person with full- or part-time responsibility for faculty development, the question of desired qualifications arises. Potential criteria may include:

- Teaching experience;
- Training in instructional development, organizational behavior, human relations, group process, and theories of adult learning and the change process;
- Good organizational ability;
- Non-threatening personality and good interpersonal skills; and
- Realistic expectations about what can be done.

Individual approach. With this approach the individual staff member is held responsible for planning and implementing his own professional development plans.

Advantages:

- It avoids treating individuals as if they were all at the same stage of personal and professional development.
- Avoids the assumption that one particular program will meet each individual's needs.

Disadvantages:

- Lack of input as to variety of approaches and ideas that could be developed with a group of people, and
- Lack of help in coordinating plans for carrying out staff development activities.

Time Alternatives for Planning

A department may decide to provide incentives for interaction with business, industry, or labor by scheduling time for the planning and the community exploration/establishing of contacts required to successfully complete such professional development. Alternatives for planning and/or building relations with the private sector include:

- One or two days at the beginning, the end, or during each term, quarter, or semester;

- Times when the number of scheduled classes is at the minimum, for example weekends or brown bag lunches;
- Retreats, seminars, workshops, etc.; and
- Building into schedules a 3 to 4 hour block of time when no one in the department will be scheduled to teach.

Alternatives for Participation

Alternatives that might be considered by staff members when deciding to become involved in professional development activities include:

- Leaves of absence;
- Short-term leaves;
- Professional days;
- Provisions for released time;
- Faculty residencies;
- Fellowships;
- Sabbaticals;
- Mini-sabbaticals; and
- Time built into the term, quarter, or semester schedule.

A sample agreement for sabbatical leave and sample procedures for the administration of sabbatical leave is included in Resource Materials (Figures 1.2 and 1.3).

Faculty Residencies

A faculty residency refers to an arrangement whereby a person holding a full-time university appointment may obtain field experience working as a regular member of an organization while on vacation or on leave from a university position. Residencies are available either long-term, extending for a full year, or short-term, ranging approximately six to ten weeks.

Special Themes / Topics

In preparing alternate approaches to staff development activities in the area of business, industry, and labor involvement it is useful to have in mind suggested activities or department efforts to stimulate staff interest. Included below are some suggestions for themes, topics, and groups that might be included in staff development involving business, industry, and labor representatives. This is the start of a brainstorming list; you are encouraged to add to it:

1. Study business, industry management techniques.
2. Study business, industry, labor staff development approaches.
3. Study contributions of the labor movement.
4. Develop a 5 year department plan for business, industry, labor involvement.
5. Individual faculty members develop personal plans for business, industry, labor involvement.
6. Participate in business, industry, labor sponsored training and management workshops.
7. Study business, industry, labor training techniques and approaches.
8. Encourage student study and research on business, industry, labor related to vocational education.
9. Prepare case studies on problems related to business, industry, labor, and education cooperative activities.
10. Establish student chapters of professional and trade associations.
11. Study business, industry, labor linkages existing within other university departments.
12. Establish linkages with departments in other universities to foster business, industry, labor involvement.
13. Provide courses as an orientation to business, industry, labor.
14. Provide courses on business, industry, labor involvement in vocational education.
15. Study the extent of current involvement of business, industry, labor representatives in vocational education programs.

Use the remaining space to add your own ideas:

_____

_____

_____

1.16

Administrative Details

This part of the handbook section contains suggested items to consider in investigating and establishing policies and procedures. These items are following by a Planning Steps Checklist which gives an overview of the major items to be considered in planning staff development programs.

Examine Existing Policy / Procedures

Potential Barriers

Many major barriers exist in most institutions. Those doing the planning are challenged to develop a process and program that deals with the obstacles of negative attitude, faculty load, budget restrictions, and the internal resource limitations of the department and institution. Any of these considerations could directly affect a decision as to whether activities to increase interaction with the private sector would best be implemented in whole or in part on a cross-departmental, departmental, or individual basis.

Guidelines for Involvement

Faculty should be made aware of the criteria and guidelines associated with the various opportunities to participate in business, industry, and labor linkage activities. These opportunities may include:

- Leaves of absence;
- Short-term leaves;
- Professional days; and
- Sabbaticals.

Guideline information. Information to be made available should include:

- Criteria for participation;
- Associated paper work;
- Associated channels for clearance;
- Financial responsibilities;

- Time constraints; and
- Implementation guidelines.

Establish Policy / Procedures

Hints from Practitioners

It is not necessarily best to include all faculty in the program. Often full participation of an interested few is preferable to minimal participation by a coerced majority.

- A public commitment by the board, the president and the public administration regarding the importance of developing and maintaining a faculty development program will facilitate program implementation.
- A program should be based on an assessment of the needs of the faculty.
- Voluntary participation by a sufficient number of staff is needed to give the program credibility.
- A clear statement of the goals and objectives of the institution and the program should be developed.
- The faculty should be involved in planning, implementing, and evaluating programs.
- Flexibility to meet differing faculty needs is desirable.

Incentives

The institution and department(s) should identify and/or agree to establish relevant factors and benefits for individuals involved in business, industry, labor activities. Such factors might include:

- Promotions which may include both rank and salary;
- Work-load considerations which may include extra compensation for extra work;
- Tenure; and
- Professional recognition.

Planning Steps Checklist

The purpose of the Planning Steps Checklist is to give an "at a glance" listing of the major specific items that are involved in planning for the use of staff development programs to increase business, industry, and labor inputs into vocational teacher education departments.

- ☐ Explore history of staff development efforts in institution and department
- ☐ Identify faculty to be involved in planning
- ☐ Identify administrative procedures necessary for clearance
- ☐ Identify financial resources
- ☐ Determine department needs and related objectives
- ☐ Determine individual needs and related objectives
- ☐ Select from alternative methods those best suited for meeting needs and objectives
- ☐ Determine the balance between institutional priorities and individual needs
- ☐ Determine person responsible for coordinating implementation
- ☐ Determine faculty qualifications for participation
- ☐ Determine staff incentives
- ☐ Determine program schedule
- ☐ Implement program
- ☐ Evaluate program

Planning Notes

This section is designed to assist you in working out plans for the effective use of staff development activities/approaches by your department. These points are based on the specific items identified in the Planning Steps Checklist. The purpose of these Planning Notes worksheets is to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, labor representatives in this type of activity/approach.

List of Planning Notes Topics:

1. Explore Background:
   How does staff development planning presently take place in the instititution/department?

2. Determine Incentives:
   What types of incentives are currently provided for staff development activities?
   What other incentives could be provided?

3. Examine Needs:
   What stated objectives of the institution/department could be tied into the need to become involved with business, industry, and labor?

4. Examine Needs (Continued)
   What are some possible individual p ofessional needs of staff members that could be tied into the desire to become involved with business, industry, and labor?

5. Examine Alternatives:
   What types of involvement techniques might be investigated?

6. Determine Responsibility:
   How might responsibility for this be handled?
   With whom?

7. Identify Participants:
   What faculty members might be likely to get involved?

8. Locate Financial Support:
   What are potential funding sources to investigate?

9. Plan Schedules:
   What alternatives for providing time for planning and implementing activities might work best in this department?

10. Plan Evaluation:
    What are possible evaluation/follow-up strategies to be discussed?

Planning Notes

1. Explore Background

How does staff development planning presently take place in the institution/department?

2. Determine Incentives

What types of incentives are currently provided for staff development activities? What other incentives could be provided?

3. Examine Needs

What stated objectives of the institution/department could be tied into the need to become involved with business, industry, and labor?

4. Examine Needs (Continued)

What are some possible individual professional needs of staff members that could be tied into the desire to become involved with business, industry, and labor?

5. Examine Alternatives

What types of involvement techniques might be investigated?

6. Determine Responsibility

How might responsibility for this be handled? With whom?

7. Identify Participants

What faculty members might be likely to get involved?

8. Locate Financial Support

What are potential funding sources to investigate?

9. Plan Schedules

What alternatives for providing time for planning and implementing activities might work best in this department?

10. What are possible evaluation/follow-up strategies to be discussed?

Selected References

This part of the handbook section lists selected reference materials that pertain to planning and conducting staff development programs. In addition to these materials, each service area has a multitude of organizations and publications that are related to that particular service area. The library should be helpful in identifying these. You are encouraged to add to this list.

Print Materials

Bittell, L. R. *What Every Supervisor Should Know.* 3rd. Edition. New York: McGraw-Hill Book Company, 1974. (includes text, performance portfolio, and instructor's manual)

Craig, R. L. (ed.) *Training and Development Handbook, A Guide to Human Resource Development.* New York: McGraw-Hill Book Company, 1976.

Strong, M.E. and Schaefer, C. J. *Introduction to Trade, Industrial, and Technical Education,* Chapter 9. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975.

Periodicals

- Public Personnel Management
- International Personnel Management Association
- Training: The Magazine of Human Resource Development
- Wood Publications, Inc. Training and Development Journal

Groups / Associations

Current addresses for the national office can be located in the library reference section.

- American Management Association
- American Society for Training and Development
- International Personnel Management Association
- National Society for Performance and Instruction
- Association for Educational Communications and Technology

Resource Materials

The example materials illustrated in this part are designed to be adapted and used selectively as your situation dictates. The purpose of these materials is to show a variety of standard forms letters, suggested procedures, and other similar aids that would be useful to vocational teacher education departments in promoting and developing improved linkages with the business, industry, and labor community in their area.

Tables of Figures:

1.1 Sample Brainstorming List of Reasons for Teacher Educators to Seek Inputs from Business, Industry, and Labor.

1.2 Sample Agreement for Sabbatical Leave (Adapted from Area Vocational, Technical, and Adult Education District One, Eau Claire, Wisconsin).

1.3 Sample Procedures for Administration of Sabbatical Leave (Adapted from Area Vocational, Technical, and Adult Education District One, Eau Claire, Wisconsin).

Vocational Teacher Education Programs can:

1. Obtain assistance to establish a departmental advisory committee with representatives from B-I-L.
2. Obtain help with manpower study, community survey.
3. Obtain assistance with student recruitment or search for new recruitment methods.
4. Implement cooperative programs between the department and B-I-L.
5. Arrange business-industry or labor experiences for faculty members.
6. Arrange for B-I-L input concerning the dropping establishment or modification of courses.
7. Identify new skill requirements.
8. Arrange for teacher observation periods.
9. Cooperate in the preparation of reports, symposiums, seminars, workshops for advancement and conferences.
10. Obtain speakers.
11. Obtain help in validating new materials.
12. Cooperate in joint research projects and land a federal grant.
13. Get B-I-L to donate or loan new equipment, numerous materials, models and mockups.
14. Receive support when attempting to develop new options or programs.
15. Develop or restructure their field experiences.
16. Exchange vocational teachers with B-I-L trainers.
17. Obtain assistance from labor concerning legal requirements in cooperative programs.

Figure 1.1 Sample Brainstorming List of Reasons for Teacher Educators to Seek Inputs from Business, Industry, and Labor

18. Utilize work stations in B-I-L for teaching work experience.

19. Arrange for business/industry tours and transportation to sites.

20. Help improve the selection of part-time instructors for adult vocational programs.

21. Help examine industrial training opportunities for vocational teachers.

22. Use the management/labor relationships experience of B-I-L in teacher education programs.

23. Use industrial, business or labor representatives as lectures or part-time staff.

24. Obtain help dealing with personnel practices, contracts, collective bargaining.

25. Obtain help in sponsoring or setting up new student club program.

26. Have access to business/industry facilities for conducting some educational activities.

27. Obtain assistance from business-industry-labor committees when evaluating vocational teacher's occupational experience.

28. Help identify needed competencies.

29. Obtain corporate grants for expansion of program.

30. Develop an externship for vocational educators.

31. Discuss new management techniques, styles and business organization programs.

32. Obtain a loan of instructional staff from B-I-L or labor.

33. Have access to labor union facilities.

34. Use B-I, to evaluate the adequacy of equipment, etc.

35. Help maintain and establish a library concerning B-I-L.

36. Assist in the development of training programs.

Figure 1.1 continued

37. Obtain grants, scholarships and awards for students or teachers.

38. Obtain aid dealing with the management aspects of the teacher department.

39. Help seek research opportunities for instructors.

40. Obtain a loan or gift of publications available from B-I-L.

41. Obtain assistance with certification requirements of teachers.

42. Obtain funds to help teachers attend industry, business, conference.

43. Obtain industry membership dues for teachers.

44. Have a closer cooperation with B-I-L magazines and establish better public relations.

45. Obtain their cooperation in the development of a local B-I-L resource directory.

46. Obtain funding to advertise or finance new training programs.

47. See that they are provided with demonstrations of the latest techniques in some particular area.

48. Obtain access to B-I-L technical library.

49. Obtain involvement of other companies.

50. Obtain a first-rate source of information on job characteristics.

51. Facilitate contacts with other decision-makers at many levels.

52. Seek their help to testify in special study commissions.

Figure 1.1 continued

(Name of Institution)
(Department Title)
(Address)

AGREEMENT

WHEREAS, _____,
is a faculty member for the (title of department) (name of institution) and;

WHEREAS, the said _____ is desirous of having a _____ leave for educational purpose and;

WHEREAS, the said _____ has complied with the requirement for application for such leave and;

WHEREAS, the application of said _____ has been approved by the board of (name of institution). One subject to the entering of a formal agreement and signing of a note according to the conditions of the agreement approved by the Board, effective January 1, 19__.

NOW THEREFORE it is hereby agreed between _____ and (name of institution) that:

1. The Board shall grant a _____leave commencing on the _____day of _____, 19__, until the _____ day of _____, 19__.

2. That during this period the Board shall pay to the said _____ one-half (½) of his usual salary (including fringe benefits) for the period of such leave.

3. That the said _____ may pay the other one-half (½) of his fringe benefits.

4. That in consideration of the Board's action the said _____ agrees to teach for (name of institution) for a period of two years after the expiration of said leave.

Figure 1.2 Sample Agreement for Sabbatical Leave

5. That to insure the compliance of clause four (4) above, the said _____ agrees to sign a note in the amount of $_____ and that in the event_____ fails to teach the two years as agreed to, said note will become due and payable as liquidated damage.

6. That said not shall be canceled upon the completion of two years of teaching after termination of said leave or upon death or total disability of said_____.

Dated this_____ day of _____, 19___.

_____

(name of institution)

By: _____

_____

Figure 1.2 continued

PROCEDURES FOR ADMINISTRATION OF SABBATICAL LEAVE

The following procedure will be followed in the administration of the sabbatical leave provision of the negotiated faculty contract:

1. Requests shall be made in writing to the department director or his designated representative. Such request shall state the nature of the program of professional improvement that the faculty member contemplates pursuing during the period of the leave and how such improvement would assist him in performing duties assigned by (title of department), (name of institution).

2. In accordance with established payroll procedure on the basis of 50 percent of the amount received if performing as a full time staff member, salary will include fringe benefits such as insurance, accumulated sick leave, etc, in accordance with the prorate of salary. Experience increment will be given for a period of time while a staff member is on leave.

3. Applications requesting sabbatical leave will be received by the department director by February 1. Within 30 days after the application deadline, the director will inform the applicant of action taken on the request. Where such leave is granted the staff member will have 15 days within which to sign an agreement to accept such leave. Where applications exceed the number of leaves to be granted, an alternate will be selected. When a staff member awarded sabbatical leave indicates in writing that he will not be accepting such leave, the alternate will be notified and provided a 15-day period from notification in which to sign the leave agreement.

4. Applicants for sabbatical leave must be fully certified or eligible for such certification for the period of time they are obligated to employment with (name of institution) as a result of accepting leave.

5. Where the recipient of sabbatical leave is pursuing graduate studies he shall be enrolled in no less than the average number of credits required at the institution for a full time student and shall maintain a B grade average.

6. Distribution of sabbatical leave recipients among the departments will be followed wherever feasible. At no time will leave be granted to more than one member from a department.

7. The recipient shall submit to the director an initial report within 30 days after the start of his sabbatical leave activity and thereafter at intervals not in excess of 60 days throughout the sabbatical leave period. Each report will concisely summarize the recipient's

Figure 1.3 Sample Procedures for Administration of Sabbatical Leave

professional activity toward meeting the objective for granting such leave. A final report will be submitted by the recipient which will supplement any official transcript of any credits earned and testify to the type of program pursued during the leave.

8. If the director is convinced that an employee on sabbatical leave is not fulfilling the purpose for which such leave was granted, he shall report the same to the board. After giving the recipient a chance to be heard the board may terminate the sabbatical leave as of the date of abuse.

(title of department)
(name of institution)
(address)

PROMISSORY NOTE

$_____ _____, 19__.

FOR VALUE RECEIVED, the undersigned promises to pay on demand to (name of institution), the sum of $_____, together with interest thereon commencing from the date of demand for payment, at the rate of 7 percent per annum.

This Promissory note is issued by the undersigned pursuant to that certain Agreement between the undersigned and (name of institution) providing for a _____ leave for the undersigned from the employ of (name of institution), with salary, from the _____ day of _____, 19__ until the _____ day of _____, 19__, which Agreement contained a provision that in consideration of the granting of said _____ leave to the undersigned, with a continuation of salary as provided for therein, the undersigned agreed to return to the employ of (name of institution) for a period of two years after the expiration of said leave.

The undersigned executes this note, then, upon the express condition that it will be null and void if in fact the undersigned does return to the employ of District One at the commencement of the school year, and teaches for a period of two years thereafter. Upon the completion of said two years of teaching, or upon the death or total disability of the undersigned this note shall become null and void.

DATED: _____, 19__. _____ (SEAL)

The conditions set forth above are hereby approved.

(name of institution)

DATED: _____, 19__. By: _____

Figure 1.3 continued